



هيئة ضمان جودة التعليم و التدريب  
Quality Assurance Authority for Education & Training

# **School Review Unit**

## **Review Report**

**Barbar Primary Girls School**

Barabar - Northern Governorate

Kingdom of Bahrain

**Date reviewed: 2-4 March 2009**

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## The School Review Unit

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The School Review Unit (SRU) is part of the Quality Assurance Authority for Education and Training (QAAET), an independent body set up under Royal Decree No. 32 of 2008 amended by Royal Decree No. 6 of 2009. It was established to raise standards in education and training.

The SRU is responsible for:

- Evaluating and reporting on the quality of provision in schools
- Establishing success measures
- Spreading best practice
- Making recommendations for school improvement

Review involves monitoring standards and evaluating the quality of provision against a clear set of indicators. The Reviews are independent and transparent. They provide important information for schools and the Ministry of Education about strengths and areas for improvement in schools to assist in focusing efforts and resources as part of the cycle of school improvement in order to drive up standards.

Review grades are awarded on a four point scale:

<b>Grade description</b>	<b>Interpretation</b>
Outstanding (1)	This describes provision or outcomes that is/are at least good in all or nearly all respects and is/are exemplary or exceptional in many.
Good (2)	This is the norm which is expected and describes provision or outcomes that is/are better than the basic level. Practice will be at least sound and there may be some particularly successful approaches or outcomes.
Satisfactory (3)	This describes a basic level of adequacy, there are no major areas of weakness which substantially affect what students, or significant groups of students, achieve. Some features may be good.
Inadequate (4)	This describes situations where there are major weaknesses which affect the outcomes for students.

## **Introduction**

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### **Scope of the Review**

This Review was conducted over three days, by a team of four Reviewers. During the Review, Reviewers observed lessons and other activities, examined students' written and other work, analysed the school's performance data and other documents, and talked with staff, pupils and parents. This report summarises their findings and recommendations.

### **Information about the school**

Gender of students: Girls

Number of students: 296

Age range: 6-12 years

### **Characteristics of the school**

Barbar Elementary School is one of the schools subordinate to the Northern Governorate. It was established in 1969. The school includes students in the age groups between 6-12 years old, and the number of students is 296. Most of these students joined the nursery, and belong to families of limited material income. They are distributed into 12 classes (with two branches for each class). The school building is old and lacks a number of facilities, such as a gymnasium, computer rooms, design and technology room. There are 30 staff. The deputy principal and the social counsellor joined the administrative staff of the school in the current academic year.

## Overall effectiveness

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### How effective is the school in meeting the needs of students and their parents?

#### **Grade: 3 (Satisfactory)**

Barbar Primary Girls School provides a satisfactory level of education and has the satisfaction of both parents and students.

Overall, students' achievement is satisfactory. Although students' performance is high in exams in most subjects, in lessons it is satisfactory. Students generally make satisfactory progress during their time at the school, however, in lessons the lack of differentiation by teachers means that not all students make the progress they should in relation to their abilities.

Students' personal development is satisfactory and most students attend school regularly, behave well and respect each other. Student participation in extracurricular activities is satisfactory. In the best lessons, students enthusiastically join in activities that develop their interpersonal skills. However, in general students are too passive because teachers do not provide enough activities for students to actively engage in their learning.

The quality of teaching and learning is satisfactory. Most teachers have good subject knowledge, yet, few use this knowledge to make lessons interesting. Although there are some effective practices from the best teachers, such as supporting students and challenging their abilities, these practices are not consistently applied across the school. In addition, the traditional teaching methods employed by many teachers fail to develop students' higher order skills such as problem solving and evaluation.

The quality of curriculum enhancement and enrichment is satisfactory. Teachers make the best of the school's building to promote an interest in learning, through displays and murals. However, too little effort has been made to make links between subjects to help students understand the relevance of their learning. In addition, many teachers rely purely on the textbook for their lessons and as such miss the opportunity of enriching their lessons by introducing a wider range of activities and learning resources.

The quality of support and guidance is satisfactory. The school inducts students when they join school and work towards meeting their personal needs by providing different types of material to support them. It also tries to meet some of their educational needs by providing remedial lessons in core subjects. However, students rarely receive the individual support

they need in lessons. In addition, there is very limited formative assessment, so students do not know how well they are doing or what they need to do to improve.

The school is satisfactorily led and managed. The leadership has developed a strategic plan based on the school's vision for improvement. However, whilst there have been improvements in some areas, weaknesses in teaching and learning and monitoring and evaluating, indicate that more has to be done to ensure consistent practice across the school. There is a lack of consistent self-evaluation mechanisms, or analysis of performance. The school's leadership and management are focused on motivating and inspiring staff and students and have a clear determination to raise the school's overall performance.

### Does the school have the capacity to improve?

#### **Grade: 3 (Satisfactory)**

The principal has gained the support of the staff since her appointment. There is now a clear vision for the school and an improvement plan, which covers a two year period, is now in place. Together with a newly appointed deputy principal, the principal is focussed on driving the improvement plan and already there are some signs of improvement. In particular the principal has encouraged a culture of self evaluation and there is a focus on professional development. As yet, monitoring and evaluation is not rigorous enough, nor is the use of performance data.

## **The school's main strengths and areas for development**

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### **Main Strengths**

- Standards in school exams.
- Attendance and punctuality.
- Behaviour and relationship between students.
- Induction and transition programmes.
- Use of school environment.
- Motivating staff.
- Extracurricular activities.

### **Areas for development**

- Planning for differentiation.
- Higher order thinking skills.
- Use of assessment.
- Self evaluation.
- Standards in lessons.
- Collaborative learning.
- Homework.
- Cross curriculum links.

## What the school needs to do to improve

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In order to improve further, the school should:

- Ensure that teachers differentiate in their teaching in order to meet the needs of all students
- Develop teaching and learning strategies by
  - making lessons more active and interesting for students;
  - using formative assessment procedures so that students receive regular feedback on their learning
  - improving homework so that it better meets the needs of all students
  - Providing activities which develop higher order thinking skills
- Develop more effective procedures for monitoring and evaluating teaching and learning so that improvement planning can be more tailored to actual need
- Identify and spread the best practices amongst teachers



## Overall judgements

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Aspect	Grade
<b>The school's overall effectiveness</b>	<b>3: Satisfactory</b>
The school's capacity to improve	3: Satisfactory
Students' academic achievement	3: Satisfactory
Students' progress in their personal development	3: Satisfactory
The quality and effectiveness of teaching and learning	3: Satisfactory
The quality of the curriculum	3: Satisfactory
The quality of guidance and support for students	3: Satisfactory
The quality and effectiveness of leadership and management	3: Satisfactory